



## METHODOLOGICAL FOUNDATIONS OF TEACHING THE TRANSLATION OF LINGUOCULTURAL CONCEPTS ON THE BASIS OF LITERARY TEXTS

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**Abstract:** *The article examines the methodological foundations of teaching the translation of linguocultural concepts on the basis of literary texts. It focuses on how culturally marked meanings embedded in language can be effectively interpreted and transferred in the process of translation training. Special attention is paid to the role of literary discourse as a rich source of national mentality, value systems, and culturally specific imagery that challenges students' translational competence. The study highlights the necessity of integrating linguistic, cultural, and interpretative approaches in translation pedagogy, emphasizing the development of intercultural awareness alongside technical translation skills. The paper argues that teaching translation through linguocultural concepts enhances students' ability to recognize implicit meanings, manage cultural asymmetries, and produce target texts that are both semantically accurate and culturally appropriate. The methodological framework proposed in the article is based on communicative, cognitive, and competence-based approaches, ensuring that translation is taught not merely as a linguistic operation but as a complex act of intercultural mediation.*

**Keywords:** *translation pedagogy, linguocultural concepts, literary texts, intercultural competence, cultural meaning, methodological foundations*



**INTRODUCTION.** In the context of globalization and intensified intercultural communication, translation has acquired a new status as a key instrument of cultural mediation rather than a mere linguistic operation. Modern translation studies increasingly recognize that successful translation depends not only on grammatical accuracy and lexical equivalence, but also on the translator's ability to interpret and convey culturally embedded meanings. Among the most complex elements of this process are linguocultural concepts—units of meaning that reflect a community's values, traditions, historical experience, and worldview. These concepts often lack direct counterparts in other languages, which makes their translation a demanding cognitive and pedagogical task.

The problem becomes especially significant in the teaching of translation, where students must be trained not only to transfer textual meaning but also to preserve cultural authenticity and communicative effectiveness. Traditional approaches to translation pedagogy, focused primarily on linguistic substitution, prove insufficient when dealing with culturally marked elements. As a result, there is a growing need for methodological



frameworks that integrate linguistic, cultural, and interpretative dimensions of translation training.


Literary texts offer a particularly effective foundation for addressing this challenge. As carriers of national identity, cultural memory, and social values, literary works present a wide range of linguocultural concepts in their natural communicative environment. Through figurative language, symbolism, and context-dependent meanings, literature exposes students to the depth and complexity of cultural expression. Teaching translation on the basis of literary texts therefore creates optimal conditions for developing students' intercultural competence, analytical thinking, and professional responsibility as future translators.

This article explores the methodological foundations of teaching the translation of linguocultural concepts through literary texts, aiming to substantiate an integrated pedagogical approach that combines communicative, cognitive, and competence-based principles. By emphasizing the cultural dimension of translation education, the study seeks to contribute to the improvement of translation pedagogy and to the formation of translators capable of acting as effective mediators between languages and cultures.

The teaching of translation in contemporary linguistics and pedagogy increasingly emphasizes the inseparable link between language and culture. Translation is no longer viewed as a purely technical process of substituting words from one language into another; instead, it is understood as an act of intercultural communication that requires deep awareness of the cultural values embedded in linguistic forms. In this context, linguocultural concepts occupy a central place, as they represent culturally significant notions that shape the worldview of a speech community and often resist direct equivalence in another language. Teaching students to translate such concepts effectively is one of the most challenging and intellectually demanding tasks in translator education.

Literary texts provide a particularly productive basis for this type of instruction. Unlike functional or technical texts, literature reflects the emotional, symbolic, and ideological dimensions of culture in a concentrated form. Through metaphors, idioms, cultural references, and character speech, literary works encode national identity and collective experience. When students work with such texts, they encounter not only linguistic difficulties but also cultural gaps that cannot be bridged by dictionaries alone. This makes literary translation an ideal environment for developing sensitivity to linguocultural concepts and training students to search for contextually appropriate solutions rather than mechanical equivalents.

The methodological foundation of teaching the translation of linguocultural concepts rests on several interconnected principles. First, the communicative principle requires that translation be taught as purposeful communication between cultures. Students must understand that their task is not only to reproduce the meaning of the source text but also to ensure that the target audience can interpret this meaning within their own cultural framework. Second, the cognitive principle highlights the role of mental processes in



translation, encouraging learners to analyze how cultural knowledge is structured in the mind and how it influences interpretation. Third, the competence-based approach focuses on forming a set of integrated skills, including linguistic competence, cultural awareness, pragmatic sensitivity, and strategic decision-making.


In practical terms, teaching should begin with the formation of students' ability to identify linguocultural concepts in the source text. This involves recognizing culturally marked words, symbols, historical allusions, and social norms that carry meanings beyond their literal sense. Once identified, these elements become objects of analytical discussion in the classroom. Students compare how similar concepts are expressed in their native culture and in the target culture, discovering both parallels and discrepancies. Such comparative analysis fosters intercultural awareness and prevents ethnocentric interpretations that may distort the author's intent.

An essential methodological step is guiding students to choose appropriate translation strategies for linguocultural concepts. Depending on the communicative purpose and the target audience, different techniques may be applied, including cultural substitution, descriptive translation, contextual adaptation, or the preservation of the original element with explanatory commentary. The teacher's role is not to impose a single "correct" solution but to demonstrate that translation is often a process of informed compromise. By evaluating alternative versions and discussing their advantages and limitations, students learn to justify their translational decisions in a professional and theoretically grounded manner.

The use of literary texts also contributes to the development of students' interpretative competence. Literary language frequently operates on several levels at once, combining denotative meaning with connotative, symbolic, and emotional layers. When translating linguocultural concepts in such texts, students must interpret not only what is said but also how and why it is said in a particular cultural context. This interpretative work deepens their understanding of both the source and target cultures and enhances their ability to convey subtle nuances in translation.

From a methodological perspective, the integration of discussion-based and problem-oriented tasks is especially effective. Instead of focusing exclusively on final translated products, teachers can emphasize the process of analysis, encouraging students to articulate their reasoning, consult cultural sources, and engage in collaborative reflection. Such an approach transforms translation lessons into a space for intercultural dialogue, where language learning is closely connected with the study of cultural identity and worldview.

Another important aspect is assessment. Evaluating translations of linguocultural concepts should go beyond checking grammatical accuracy. Criteria should include cultural adequacy, pragmatic effectiveness, and the degree to which the translation preserves the stylistic and emotional impact of the original. When students understand that their work is judged not only by linguistic correctness but also by cultural sensitivity, they become more attentive to the deeper layers of meaning in literary texts.



**CONCLUSION.** The teaching of translation in the modern educational context requires a comprehensive methodological approach that goes beyond traditional linguistic frameworks and addresses translation as a form of intercultural mediation. This article has demonstrated that linguocultural concepts represent one of the most challenging components of the translation process, as they embody culturally specific meanings that cannot be adequately transferred through literal or purely formal equivalence. Consequently, the effective teaching of their translation demands an integrated pedagogical model that unites linguistic accuracy with cultural sensitivity and interpretative competence.


The analysis confirms that literary texts provide an especially productive foundation for developing students' ability to work with linguocultural concepts. By exposing learners to authentic cultural contexts, symbolic language, and value-laden expressions, literature enables future translators to cultivate deeper intercultural awareness and more flexible translation strategies. Through systematic engagement with such texts, students learn to identify culturally marked elements, evaluate alternative translation solutions, and justify their decisions in accordance with communicative purpose and target audience expectations.

The methodological framework outlined in the article - based on communicative, cognitive, and competence-based approaches - offers a coherent and effective structure for translation pedagogy. It supports the formation of professionally relevant skills, including cultural analysis, strategic decision-making, and reflective practice. Moreover, this approach contributes not only to the improvement of translation quality but also to the broader educational goal of preparing translators who can function as responsible cultural intermediaries in a globalized world.

In conclusion, teaching the translation of linguocultural concepts through literary texts should be regarded as a central component of contemporary translator education. Its systematic implementation enhances students' linguistic proficiency, cultural literacy, and professional autonomy, thereby ensuring that future translators are equipped to meet the complex demands of intercultural communication in both academic and professional settings.

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